

# **ADVISORY COMMITTEE ON EDUCATION**

## **REPORT TO COUNCIL**

**SUBJECT:** ACE GRANT PROPOSALS - 2017

**BACKGROUND:** The Advisory Committee on Education recently solicited grant proposals for the 2016-2017 school year. The budget available to be allocated to ACE grants is \$9500.00.

ACE solicited grant proposals for up to \$500 each from the seven ACE core schools: Greenbelt Elementary, Springhill Lake Elementary, Magnolia Elementary, Dora Kennedy French Immersion School, Turning Point Academy, Greenbelt Middle and Eleanor Roosevelt High School. Proposals were welcome either from the school itself or from the school's parent-teacher organization. There was no limit to the number of proposals that could be submitted from each school. The proposals were due on November 1, 2016. The proposals were for activities that will take place between February 15, 2017 and the end of the 2017-2018 school year.

The ACE Grants Program will support activities that enhance or enrich school-based activities. Some examples include supporting field trips, bringing an activity into the school, or purchasing equipment and materials for a special project. The grants are NOT intended to underwrite items that are normally supplied by the school system such as copier paper, etc.

ACE organized a grant-writing workshop at Greenbelt Elementary School in September. Teachers and PTA members from GES, SHLES, DKFIS and ERHS participated in the workshop. ACE believes that the grant-writing workshops have been successful at both encouraging more proposals and improving the quality of the proposals that are submitted.

ACE runs clubs at two ACE core schools, with a Reading club at SHLES and Science and Reading clubs at MES. The clubs, which are not funded by the grants program, provide some balance in ACE programs between the schools in different locations throughout the city.

**FINDING:** ACE received 36 proposals from 5 schools for a total request of \$16,848.24. Proposals were submitted from Greenbelt, Springhill Lake and Magnolia Elementary Schools, Dora Kennedy French Immersion School, Turning Point Academy and Eleanor Roosevelt High School. ACE did not receive any proposals from Greenbelt Middle School.

Selection of the proposals for funding is made by the Greenbelt City Council based on the input from ACE. This table is a summary of ACE recommendations. The details are below.

#	School:	Purpose of grant request:	Amount requested:	Recommended Funding
1	DKFI	Student Literary Magazine	\$ 500.00	\$ 500.00
2	DKFI	STEM Toys for indoor Recess	\$ 490.44	\$ 490.44
3	DKFI	Communication Outreach Technology	\$ 128.94	\$ 128.94
4	ERHS	Diverse Voices in Literature	\$ 500.00	\$ 500.00
5	GES	Hip-Hop Poetry in School and History	\$ 500.00	\$ 500.00
6	GES	IXL Math Intervention/Enrichment Program	\$ 500.00	\$ 500.00
7	GES	Books for Literature Circles	\$ 500.00	\$ 500.00
8	GES	Online Catalog Stations in the Greenbelt ES Library	\$ 381.86	\$ 381.86
9	GES	Grade Math Centers (K-5)	\$ 148.08	\$ -
10	GES	1st Grade Math Centers	\$ 198.92	\$ 198.92
11	GES	2nd Grade Reading Games "Can Do"	\$ 500.00	\$ 500.00
12	MES	Magnolia's Touch Me If You Can Sensory Garden	\$ 500.00	\$ 500.00
13	MES	Parent Student Resources	\$ 500.00	\$ 500.00
14	MES	Urban Artistry Performers	\$ 500.00	\$ 500.00
15	SHLES	Bike Grant Expansion	\$ 500.00	\$ 500.00
16	SHLES	Science Experiments	\$ 500.00	\$ 500.00
17	SHLES	SHL's First Annual Best Seller's Day	\$ 500.00	\$ 500.00
18	SHLES	Cardigans for Kids	\$ 500.00	\$ 500.00
19	SHLES	English Language Development	\$ 500.00	\$ -
20	SHLES	Physical Activity Grant	\$ 500.00	\$ 500.00
21	SHLES	School/Teachers Supplies	\$ 500.00	\$ -
22	SHLES	STEM Grant Project	\$ 500.00	\$ -
23	SHLES	Teacher Appreciation Day	\$ 500.00	\$ -
24	TPA	Art/Technology Supplies-Software and Equipment	\$ 500.00	\$ -
25	TPA	Board Games Bonanza	\$ 500.00	\$ 185.39
26	TPA	Family Fun Day	\$ 500.00	\$ -
27	TPA	Fashion Club Competition	\$ 500.00	\$ -
28	TPA	Field Trip to African American Museum	\$ 500.00	\$ -
29	TPA	Field Trip to See Hidden Figures	\$ 500.00	\$ -
30	TPA	Gardening	\$ 500.00	\$ 253.00
31	TPA	Guest Speakers for Character Education	\$ 500.00	\$ -
32	TPA	Robotics Kits	\$ 500.00	\$ -
33	TPA	Speakers for Classroom	\$ 500.00	\$ -
34	TPA	Spelling Bee	\$ 500.00	\$ -
35	TPA	TPA Student Newspaper	\$ 500.00	\$ -
36	TPA	Technology for Music	\$ 500.00	\$ -
			\$16,848.24	\$ 8638.55

## Proposal Review

ACE met on Tuesday, December 6, 2016, to consider the proposals. For each proposal, the committee listed the strengths and weaknesses and assigned a numerical score on a 100-point scale. The points were assigned according to the following scale:

- Intrinsic merit (40%) – Will the proposed project enhance or enrich school-based activities? Does it meet the criteria listed in the ACE grants call?
- Budget (30%) – Is the proposed budget realistic? Is the budget well justified?
- Benefit to students (20%) – Will the program provide wide benefit to the students in the school, or will it just benefit a few students?
- Proposal format (10%) – Did the proposal follow the proposal rules, including proposal length, project schedule, requisite signatures, etc.? (Note: severe violation of the proposal rules could result in rejection.)

On the basis of this careful consideration, the committee makes the following recommendations:

### Proposals:

#### **1) Student Literary Magazine. DKFIS. Recommended funding: \$500.00 (full funding.)**

Summary: This grant would allow the publication of a student literary magazine, to be named “L’Etoile Filante”, or Shooting Star.

Strengths: This will encourage composition skills as the students use the writing process (planning, drafting, revising, proofreading, and typing). These skills will also help students when taking the PARCC tests. All of the students will be able to submit their work, and this will provide an additional extracurricular activity for them.

Weaknesses: None.

#### **2) STEM Toys for Indoor Recess. DKFIS. Recommended funding: \$490.44 (full funding.)**

Summary: Dora Kennedy French Immersion School has requested funding to purchase STEM-based educational toys that could be used in grades 2 – 5 during recess when the weather is too cold or rainy for students to go outside.

Strengths: The toys are targeted for the school population that would benefit the most: younger grades have a greater selection of items included in the curriculum that fill this need. By choosing STEM-based toys, DKFIS will augment their STEM education through creative play.

Weaknesses: None.

#### **3) Communication Outreach Technology. DKFI. Recommended funding: \$128.94 (full funding.)**

Summary: The PTA is looking to purchase equipment to livestream PTA meetings and special events for staff, parents and community members who are unable to attend in person. The videos will be archived so stakeholders can view the meetings at a more convenient time. This would also be beneficial in broadcasting other events with guest speakers and/or other programs that could be streamed live and later viewed by staff, parents and stakeholders.

Strengths: All members of the DKFI community will be able to benefit from still being able to view important meetings and events and feel like they were actually present. This is also a great way to work with others who do not have the flexibility to attend in-person events due to work, or other commitments.

Weaknesses: None.

**4) Diverse Voices in Literature. ERHS. Recommended funding: \$500 (full funding.)**

Summary: This teacher would like to offer more literature by and about people of different genders and races and plans to purchase copies of "How the Garcia Girls Lost their Accents" by Julia Alvarez for tenth grade students.

Strengths: In an attempt to include literature representing a broader spectrum, this grant will supply class sets of a novel by a female, Dominican author. Rather than asking students to purchase the text taught in class, this grant will help to build class sets of a novel that students of all socioeconomic means can sign out.

Weaknesses: None.

**5) Hip-Hop Poetry in School and History. GES. Recommended funding: \$500.00 (full funding.)**

Summary: The proposal seeks to bring a hip-hop poet, Bomani, into the school for two performances during African-American history month, February 2017. Bomani's assembly is a multi-media presentation connecting hip-hop song writing to essay writing. Following the assembly, the students will study poetry in their classes, and will be encouraged to produce their own poetry about a grade-level appropriate subject in African-American history. Each grade level will select a top performer to participate in a school-wide poetry slam.

Strengths: The proposal will increase the student's exposure to poetry and African-American history in a fun way. The proposal will benefit all of the students in the school with back-to-back performances.

Weaknesses: None.

**6) IXL Math Intervention/Enrichment Program. GES. Recommended funding: \$500 (full funding.)**

Summary: The IXL online program is a mathematics program that adjusts the material presented based on students' responses and performance. The grant would provide for 50 individual student licenses to aid in mathematics practice. Twenty-five of the licenses would be used as an intervention for students identified as needing additional practice and support. The other 25 would be given to students who show high mastery and require enrichment and extension.

Strengths: IXL adapts to student responses to target the skills students need to practice. The proposal will benefit both students needing additional support and those who need a greater challenge. The program can be used both at school and at home.

Weaknesses: The program will benefit only a limited number of students. Online materials can't be reused for another cohort of students.

**7) Books for Literature Circles. GES. Recommended funding: \$500.00 (full funding.)**

Summary: This grant would provide for books to be used in 3rd, 4th, and 5th grade literature circles.

Strengths: Students in literature circles discuss books they have read, including events, characters, the authors' craft or personal experiences. Interesting books purchased in sets of five would allow for small group instruction and comprehension projects.

Weaknesses: None.

**8) Online Catalog Stations in the Greenbelt ES Library. GES. Recommended funding: \$381.86 (full funding.)**

Summary: The Greenbelt Elementary School proposes purchasing two Chromebooks to provide students the opportunity to perform their own on-line searches of the GES library catalog.

Strengths: The ability to conduct research through on-line sources is crucial to a student's success throughout their education. The Chromebooks will allow students to take that first step of learning to navigate a library catalog to find books and reference materials of interest and to begin to evaluate the usefulness of these resources in their studies. It will also expose them to sources that may pique their curiosity to explore related topics of research.

Weaknesses: None.

**9) Grade Math Centers (K-5); GES. Recommended funding: \$0 (no funding.)**

Summary: This proposal would help provide skill building practice for Math only. This supports students in grades K-5.

Strengths: Allows students to work independently, small groups or some whole group settings.

Weaknesses: There are not enough sets for each grade level teacher. There were also several other grants requested for centers from GES that served a similar purpose, but quantities were limited. The detailed budget did not match the amount requested, indicating a math error. Although the materials to be purchased seemed worthwhile, this proposal was not as well planned as other proposals.

**10) 1st Grade Math Centers. GES. Recommended funding: \$198.92 (full funding.)**

Summary: The purpose of this grant request is for materials that will enhance skill building in math lessons for first grade students.

Strengths: These materials will be accessed by all first grade math classes at the Elementary School on a daily basis. These materials will help develop skills in number and operations in base ten; measurement and data; geometry; place value; time; subtraction and addition. Students will use a variety of math concepts with the counters and hands on tools. These manipulatives will help demonstrate place value, and comparing, comparing and ordering numbers and problem solving. The proposal included a specific budget and a focused purpose.

Weaknesses: None.

**11) 2nd Grade Reading Games "Can Do". GES. Recommended funding: \$500.00 (full funding.)**

Summary: The proposal will provide reading games for all of the second grade students, enabling skill-building practice with meaning, vowel sounds and sight words.

Strengths: Reading games enable independent work at centers daily, and there will be enough materials to benefit all 4 second grade classes. The materials are tied to the curriculum. There was a detailed budget.

Weaknesses: The proposal would have benefitted from a more detailed description of the materials to be purchased.

**12) Magnolia's Touch Me If You Can Sensory Garden. MES. Recommended funding: \$500 (full funding.)**

Summary: The proposal will provide for another expansion of the MES outdoor garden classroom. A new student-planned space will be designed to provide a calming environment for Special Education students and others in need of quiet reflection. The students will research sensory gardens to determine what plants will best nurture the five senses.

Strengths: This proposal continues the growth of Magnolia's strong outdoor classroom program. Students will be involved in every stage of the proposal from design to implementation to maintenance. The proposal contains both a detailed budget and a detailed timeline, indicating that the project has been carefully thought through.

Weaknesses: None.

**13) Parent Student Resources. MES. Recommended funding: \$500.00 (full funding.)**

Summary: MES would like to build a better partnership with the parents by providing reading and math resources they can use at home. There would also be a resource center in the school, which would be available to the parents.

Strengths: The parent resources would include bilingual books, math and reading games, and books on Common Core, plus a shelf unit on which to store them. The materials would be housed in the ESOL classroom, which is also the center for the Parent Teacher Advisory Council.

Weaknesses: None.

**14) Urban Artistry Performers. MES. Recommended funding: \$500 (full funding.)**

Summary: Magnolia Elementary School would have Urban Artistry—a dance performance group based in Silver Spring, MD—perform for approximately half the students in the school. Urban Artistry is dedicated to the performance and preservation of art forms inspired by the urban experience. This would expose the students to live dance performance and engage them in learning about dance and dance history.

Strengths: The proposed program would give students an exciting opportunity to watch a live performance and to connect with an art form that is not commonly found in schools.

Weaknesses: Magnolia Elementary will include this program as part of their Performance Based Intervention System (PBIS), which is intended to provide incentives for students to follow the school's standards of behavior. As a result, some students who might benefit from exposure to this exciting art form will be excluded with no possibility of recovering the opportunity through modification of their behavior, which seems counter to the PBIS goal. The limits on the funding available from ACE requires schools to prioritize which students benefit from a given grant, but the members of ACE would have recommended selecting the upper grades to attend, with the possibility of a future opportunity for students in the lower grades to attend a similar performance in later years.

**15) Bike Grant Expansion. SHLES. Recommended funding: \$500.00 (full funding.)**

Summary: This is an extension from a grant funded last year in order to teach students bicycle safety and the appropriate way to ride a bicycle. There were 80 students for the 2015-2016 grant who learned to ride a bicycle, but there was a shortage of helmets. The current grant would help to fund more helmets and a few more bicycles for students who need extra time to learn to ride. The grant would also fund a larger bike(s) for the taller students.

Strengths: The students will not only enhance what they already know about safety and riding, but now more students will be able to enjoy the opportunity to learn how to ride a bike and important safety information. This is a great and healthy way to have fun and be safe in the Greenbelt community.

Weaknesses: None.

**16) Science Experiments. SHLES. Recommended funding: \$500 (full funding.)**

Summary: The grant will fund the purchase of four science experiments and necessary supplies.

Strengths: These experiments will include and impact approximately 900 students and are fun, hands-on and age-appropriate to enable students to attain knowledge and help prepare them for our scientific and technological world. The budget is well thought out and detailed.

Weaknesses: None.

**17) SHL's First Annual Best Seller's Day. SHLES. Recommended funding: \$500.00 (full funding.)**

Summary: The grant will get a blank hard-cover book for every student to use to create a "best seller."

Instruction will be given using a writer's workshop format, including sharing work with others, peer conferencing and editing, and collecting the student's work in a portfolio. Students will select one piece of work to "publish" into the hard-cover book. The final works will be showcased in a Best Seller's Day, in which parents and community members will be invited to view the students' work.

Strengths: The Writer's Workshop method has been shown to be an effective way of encouraging and teaching students to write. The program will involve all 925 students at the school.

Weaknesses: None.

**18) Cardigans for Kids. SHLES. Recommended funding \$500.00 (full funding.)**

Summary: SHLES has a significant proportion of their student population who lack appropriate cold-weather clothing (10% of the population or around 70 students). This proposal is to buy cardigans matching the SHLES uniform and make those cardigans available to children in need of a warmer outer garment.

Strengths: SHLES has many students whose families come from warmer climates and who are not prepared for Maryland's weather. This proposal will help students whose families cannot provide appropriate outerwear. SHLES has an on-going and well-established program to select students in need of appropriate uniform clothing.

Weaknesses: While this proposal is somewhat tangentially related to education, the committee felt it was an important project and should be funded. Wearing appropriate clothing will enable students to concentrate on their education.

**19) English Language Development. SHLES. Recommended funding: \$0 (no funding.)**

Summary: This grant proposal would purchase DVDs and literature books that are bilingual.

Strengths: Bilingual materials would be a benefit to ESOL students and their parents.

Weaknesses: The proposal is vague and lacks the details needed for evaluation. The following questions are not answered by the proposal: Which specific materials will be selected? How will college interns be enlisted, and how will they assist? Will families be attending the afterschool program? What will the program provide? The ideas are good, but this grant proposal lacks a clear description of its plan and a definite budget.

**20) Physical Activity Grant. SHLES. Recommended funding: \$500 (full funding.)**

Summary: Spring Hill Lake Elementary School proposes purchasing trampolines for all of the Comprehensive Special Education Program (CSEP) classrooms and one Community Referenced Instruction (CRI) classroom that was added this year. The trampolines allow students in these programs to take a break and engage in physical activity when they feel the need to do so.

Strengths: Last year SHLES received an ACE grant to purchase trampolines for all the CRI classrooms in the school at that time. They have found the program to be very successful and would like to expand the

program to serve the needs of the students in both the CRI and the CSEP programs. Studies have shown that physical activity can improve attentiveness, reduce class management issues, and increase academic performance.

Weaknesses: None.

**21) School/Teacher Supplies. SHLES. Recommended funding: \$0 (no funding.)**

Summary: This proposal would help alleviate the necessity of teachers and students obtaining everyday school items such as pens, paper, pencils, kleenex/tissue, hand sanitizer, markers, etc. Often times, teachers provide these items for students which can be a costly out of pocket expense.

Strengths: Items would be available for use if needed.

Weaknesses: The items discussed in the grant are often provided as typical office and classroom items already. These items should be budgeted for at the school level.

**22) STEM Grant Project. SHLES. Recommended funding: \$0 (no funding)**

Summary: The proposal requests funds to support STEM education via text books and field trips.

Strengths: The grant seeks to support STEM (Science, Technology, Engineering, and Math) teaching within the school.

Weaknesses: The proposal is vague and lacks the details needed for evaluation. The proposal would have benefitted from a narrower focus and a more detailed and specific budget. The budget goes for “textbooks” and “various equipment”, but does not specify which textbooks, what equipment or how it would be used. The students that would benefit from the proposed field trips and textbooks were not specified.

**23) Teacher Appreciation Day. SHLES. Recommended funding: \$0 (no funding.)**

Summary: The proposal will provide either breakfast from Dunkin Donuts or lunch from Chipotle for the teachers and staff of SHLES to show that they are appreciated by the parents.

Strengths: Teacher appreciation days are a common way for PTAs and parents to thank teachers and staff for their service to the school.

Weaknesses: Although Teacher Appreciation Days are beneficial to the school community, providing a meal for teachers does not directly enhance the educational environment of the school. The committee determined that this is not an appropriate use of the ACE grant funding.

**24) Art/Technology Supplies-Software and Equipment. TPA. Recommended funding \$0 (no funding.)**

Summary: TPA would like to purchase parts for a 3-D animation computer system. Their current computer systems are not able to run student-created animations without significant lag. This proposal would provide funding to upgrade their systems and possibly purchase additional animation software.

Strengths: Animation allows students to blend art with technology. It can provide a creative medium for student presentations and student-led learning.

Weaknesses: The proposal contains very little detail. It does not specify the current system or how animation is being used in the TPA classrooms. The proposal indicates that students will build a high-end computer using used parts, but provides no details to show that students will be capable of the work. The budget lacks detail and the required total is far more than the proposed grant. No supporting documentation is provided to show that additional necessary funds will be available.

**25) Board Games Bonanza. TPA. Recommended funding: \$185.39 (partial funding.)**

Summary: This grant would provide funding for chess sets and board games to be used by students during PTO meetings, Discovery nights, and other events.

Strengths: Research shows that playing board games can help young people learn concentration skills, to think logically, and categorize information. Board games can help develop self-discipline, planning, patience, focus and problem-solving skills.

Weaknesses: The description of the project is very short (4 sentences.) The request for funds on the cover sheet exceeds the proposed budget. Therefore, the proposed budget has been granted, rather than the requested figure.

**26) Family Fun Day. TPA. Recommended funding: \$0 (no funding.)**

Summary: TPA proposes to use funding from the ACE grant program to help supplement the cost of a family day event involving vendors, rides, music and food.

Strengths: None

Weaknesses: The description of the project is very short (4 sentences.) The proposal does not describe the event in any detail and does not indicate how it would enhance the educational experience for the students. Two different budgets are provided: one showing a cost for the event of \$12,000 and one showing a cost of \$18,000. Such a wide variation suggests that the costs are unknown. Although a variety of funding sources are identified, the budget does not address the likelihood that the school would be able to obtain the necessary funding or what changes might be required in the event of a shortfall in the fundraising.

**27) Fashion Club Competition. TPA. Recommended Funding: \$0 (no funding.)**

Summary: This proposal would help students to develop and learn proper etiquette, and foster a positive self-image and attitude. The grant would also help to cover the costs of the future competition, entrance fees and clothing items worn.

Strengths: The club would be a good way to promote teamwork and team building.

Weaknesses: The description of the project is very short (7 sentences.) The club is not an established organization. There is no clearly defined date or competition title available, and it is not clear whether

the competition would be organized by the school or by an external organization. The budget includes an “entrance fee”, but does not specify to whom that would be paid.

**28) Field Trip to African American Museum. TPA. Recommended funding: \$0 (no funding.)**

Summary: This proposal is asking for buses to take the students to the National Museum of African American History and Culture.

Strengths: This museum would expand the students’ knowledge of African American history.

Weaknesses: The description of the project is very short (6 sentences.) The African-American museum is accessed only by free timed passes, which are no longer available until April or May, so January 2017 is impossible. January 2017, in any case, is prior to the allowed start date for the grant. It will not be possible to get 660 passes to the museum, and certainly not all for the same entrance time. The logistics of parking 10 busses in downtown D.C. are not addressed. The museum website suggests one chaperone for every 5 students, but this grant specifies 17 students per chaperone. This is a very large museum with a great deal of reading. Students in grades K---3 do not have the stamina or the reading ability to gain from this trip. The proposal only vaguely describes the way that the museum visit will be tied to instruction. The budget for the project totals \$4500, requiring substantial additional fundraising beyond the grant.

**29) Field Trip to See Hidden Figures. TPA. Recommended funding: \$0 (no funding.)**

Summary: The proposal will use buses to take 140 of the female students in the school to a movie theater to see the movie “Hidden Figures.” The movie is about African-American women who worked for NASA in the early 1960s to help with the John Glenn flight.

Strengths: The movie presents an interesting and important event in history, and could prove inspirational to the students who see it.

Weaknesses: The description of the project is very short (8 sentences.) The project is expensive relative to the benefit. Rather than taking the students by bus to a movie theater, the movie could be shown at school for a small fraction of the cost. The proposed \$2000 budget would require substantial fundraising in addition to the grant.

**30) Gardening. TPA. Recommended funding \$253.00 (partial funding.)**

Summary: The grant will buy gardening supplies to teach environmental education through gardening. Students will use journals to document changes in the plants and garden. Any produce grown will be donated.

Strengths: Gardening is an excellent hands-on learning tool. The goals of the grant are achievable with the funds requested from ACE.

Weaknesses: The description of the project is very short (7 sentences.) The grant does not include any details about the garden: where it will be placed or the types of plants being grown. The budget

included in the proposal (\$253) does not match the requested amount on the application form (\$500). Committee recommends funding at the level justified by the budget.

**31) Guest Speakers for Character Education. TPA. Recommended funding: \$0 (no funding.)**

Summary: This grant is asking for funds with which to pay guest speakers.

Strengths: These speakers would be addressing character education, which is a basic tenet of the charter school.

Weaknesses: The description of the project is very short (4 sentences.) The proposal does not specify which speakers, the topics covered, when they would speak, how much they would cost, and to whom they would be speaking. The \$2700 budget requires a major contribution from the TPA Board in addition to the grant.

**32) Robotics Kits. TPA. Recommended funding: \$0 (no funding.)**

Summary: Turning Point Academy proposes using ACE grant funding as part of a program to purchase 10 robotic kits to be used in technology classes in grades 4 – 8.

Strengths: Robotics kits have been shown to be effective tools to engage students in a variety of STEM topics. These efforts also can build teamwork and enhance the education experience of students.

Weaknesses: The description of the project is short (9 sentences) and relatively vague. The proposal does not describe the kits to be purchased, or how they will be used. The kits are \$400 each and the proposal seeks to obtain 10 kits, although the number is not justified. While the ACE grant could provide sufficient funding for one robotics kit, TPA intends to raise enough money through a variety of sources to purchase 10 kits. The proposal does not address what the school will do if the fundraising efforts are insufficient to purchase the additional kits. It is noted that multiple TPA proposals seem to rely heavily on the Mid-Atlantic Fundraiser and parent donations. If multiple proposals were selected, it seems unlikely that TPA could ensure sufficient funds from the alternate sources to carry out the proposed efforts.

**33) Speakers for Classroom. TPA. Recommended Funding: \$0 (no funding.)**

Summary: The proposal would be used to purchase classroom speakers to help enhance the technology and media already being used in the classrooms.

Strengths: None

Weaknesses: The description of the project is very short (5 sentences.) Certain everyday technology is provided to schools and already budgeted for. Classroom speakers are one of those items that are used for classroom instruction and complement computers, laptops and other forms of technology already housed in the school. The proposal does not describe how the speakers would enhance the educational environment beyond the technology that should be provided by the school.

**34) Spelling Bee. TPA. Recommended funding: \$0 (no funding)**

Summary: This grant seeks to provide gift cards, certificates and trophies as prizes for a school-wide spelling bee.

Strengths: All students at the Turning Point Academy would be eligible to participate in this spelling bee.

Weaknesses: The description of the project is very short (5 sentences.) The requested funds exceeded the proposed budget. While a spelling bee is an educational endeavor, providing gift cards to successful spellers would only benefit a select few.

**35) TPA Student Newspaper. TPA. Recommended funding: \$0 (no funding.)**

Summary: The proposal seeks funding for webhosting, 3 cameras and editing software to enable an on-line student newspaper.

Strengths: The students would get experience with all aspects of journalism, including creation of content and editing.

Weaknesses: The description of the project is very short (6 sentences.) The editing software, which comprises the majority of the large budget, is unspecified. Free blog-format webhosting is available through Wordpress or Weby. Substantial additional funds would be required from the TPA board; no letter of endorsement is included in the proposal.

**36) Technology for Music. TPA. Recommended funding \$0 (no funding.)**

Summary: The proposal is to purchase iPads for the music department. The iPads would be used for music composition and piano music instruction.

Strengths: Teaching music composition is an excellent way to get students actively involved in music.

Weaknesses: The description of the project is very short (4 sentences.) The grant lacks detail on how the iPads would be used in the classroom. The overall budget, requesting 10 iPads, is considerably more than ACE can fund. Keyboards are mentioned, but are not in the budget. There is no supporting documentation to show that the additional necessary funds will be available.

**RECOMMENDATION:** This is the 8th year that ACE has solicited grant proposals. The ACE grants to schools program has been highly successful. The final grant reports received from the schools document the positive impact on education in Greenbelt that the program has had. The continued interest of the schools and the creativity of the proposed projects are a testament to the success of the program.

In this report, ACE recommends that the City Council approve funding for 20 proposals, totaling \$8,638.55 with the following distribution per school:

School	Submitted	Recommended	Proposed	Recommended
DKFIS	3	3	\$ 1,119.38	\$ 1,119.38
ERHS	1	1	\$ 500.00	\$ 500.00
GES	7	6	\$ 2,728.86	\$ 2,580.78
MES	3	3	\$ 1,500.00	\$ 1,500.00
SHLES	9	5	\$ 4,500.00	\$ 2,500.00
TPA	13	2	\$ 6,500.00	\$ 438.39
Total	36	20	\$ 16,848.24	\$ 8638.55

This year ACE budgeted \$9500 for ACE grants, but only recommends grants totaling \$8638.55. ACE evaluated all remaining proposals on the standard of whether they were a good use of Greenbelt City funds, and does not recommend funding any additional grant proposals this year.

Approved by ACE on 12/6/2016 with a vote of 6-0 with three members absent. Two of the members who were absent at the meeting when the grants were discussed nonetheless contributed to the numerical ranking and evaluation.